



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

401 S. McQueen Road, Chandler, AZ 85225

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Highly Performing  
2002-03 Highly Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Paul Bollard  
Schedule : 8: AM to 5:00 PM  
Grades : 7-8  
2004 Enrollment : 1179  
Web Address : [www.chandler.k12.az.us/willis](http://www.chandler.k12.az.us/willis)  
Phone Number : (480) 883-5700  
Fax Number : (480) 883-5720  
E-mail : [bollard.paul@chandler.K12.az.us](mailto:bollard.paul@chandler.K12.az.us)

### Mission

The mission of Chandler Unified School District and of Willis Junior High School is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü WJHS will increase the total percent of 8th grade reading students who meet or exceed state standards, as measured by the spring 2005 AIMS test.
- ü WJHS will increase the total percent of 8th grade math students who meet or exceed state standards, as measured by the spring 2005 AIMS test.
- ü WJHS will increase the total percent of 8th grade writing students who meet or exceed state standards, as measured by the spring 2005 AIMS test.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1139  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 20

## Instructional Programs

- Ü Outstanding Technology Program
- Ü Honors Language Arts Curriculum
- Ü On-site Special Education
- Ü Gifted Programs
- Ü Advanced Mathematics Curriculum
- Ü Outstanding Fine Arts Programs
- Ü EL & Sheltered English Immersion Program
- Ü Diverse Elective Program

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

## Shared Responsibilities

### School

WJHS parents are kept informed through report cards, progress reports, parent/teacher conferences, school newsletters, phone calls, personal notes, web based grade books, Open House, Orientations, PTO, TV/radio/newspaper articles, and our school website.

### Parents

As partners in the education, parents are expected to assist students with their studies; encourage them; make sure students are at school; attend school events and provide proper clothing, nourishment and rest. Parents are also responsible for reporting absences and for providing health history/emergency contact information. Parents are equal partners in their child's education.

## Transportation Policy

Transportation is provided for students who live outside a one and one half-mile radius of the school. Transportation is also provided for those students whose IEP's indicate a need. Student/parent signatures are required on a CUSD Transportation Agreement outlining student responsibilities on the bus.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Social Studies State Teacher of the Year, VFW	2004
Ü 2nd place in state French competition	2004
Ü Conference champions in girls track and field	2004
Ü District champion - VFW Patriots Pen essay contest	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	529	2089	75001	100	99	99	460	470	468	37	33	37	46	41	36	14	18	16	3	8	10
All Students (Prior Year)	536	1855	71167	96	97	99	463	473	463	34	29	38	48	47	41	14	16	14	4	8	7
Female	265	1035	36846	100	98	99	464	472	468	36	32	36	43	40	38	16	20	16	5	9	10
Male	263	1042	37974	100	99	99	456	469	467	39	34	39	48	42	34	12	16	16	1	8	11
African American	51	134	3720	100	98	98	452	457	446	47	41	53	43	46	33	11	9	9	0	3	4
Hispanic	204	605	26675	97	96	98	441	445	448	55	56	52	37	32	34	7	10	10	1	2	4
Asian/Pacific Islander	16	78	1575	100	98	99	471	521	504	23	11	18	69	31	33	0	19	20	8	39	29
American Indian/Alaskan Native	NC	23	4731	NC	92	98	NC	447	438	NC	53	61	NC	32	30	NC	16	7	NC	0	2
White	248	1226	37785	100	99	99	477	480	482	22	23	25	51	45	39	21	22	21	5	10	15
Students with Disabilities	52	196	8802	95	100	100	414	420	418	84	78	79	9	17	16	6	4	3	0	1	1
Students without Disabilities	477	1893	66199	100	98	99	464	473	472	34	30	34	48	42	38	15	19	17	3	9	11
Limited English Proficient Students	56	158	11710	54	57	100	408	408	429	88	91	70	12	6	25	0	3	4	0	0	1
Migrant Students	NC	19	709				NC	415	442	NC	80	57	NC	20	34	NC	0	7	NC	0	2
Economically Disadvantaged	189	459	29814				447	448	448	49	52	53	40	34	33	10	11	10	1	3	4
Non-Economically Disadvantaged	340	1630	45170				467	476	479	31	28	28	48	43	38	17	20	20	4	10	14

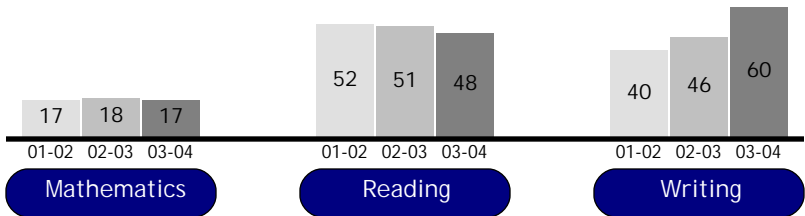
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	528	2091	74918	100	99	99	494	505	497	30	25	32	22	19	19	37	40	35	11	17	15
All Students (Prior Year)	532	1849	71100	95	96	99	499	511	502	26	17	25	23	20	21	41	44	40	10	18	15
Female	266	1036	36805	100	98	99	498	509	501	28	22	28	21	18	19	39	41	37	12	18	16
Male	261	1042	37936	99	99	99	490	501	493	32	27	35	23	19	18	35	39	33	10	15	14
African American	51	136	3719	100	99	98	491	501	481	31	28	43	25	19	21	33	39	29	10	15	7
Hispanic	204	606	26645	97	96	98	473	480	478	49	45	46	23	22	20	26	26	27	3	7	6
Asian/Pacific Islander	16	78	1571	100	98	99	496	529	521	23	13	18	38	19	15	31	40	38	8	28	30
American Indian/Alaskan Native	NC	25	4729	NC	100	98	NC	480	468	NC	45	57	NC	14	19	NC	41	19	NC	0	4
White	247	1222	37773	100	99	99	511	515	511	16	15	20	20	17	18	46	46	41	18	21	21
Students with Disabilities	52	197	8801	95	100	100	446	451	448	79	73	75	13	14	13	5	12	10	3	2	2
Students without Disabilities	476	1894	66117	100	98	99	498	508	501	26	21	28	22	19	19	40	42	37	12	18	16
Limited English Proficient Students	56	159	11706	54	57	100	430	434	454	91	90	71	9	6	16	0	4	12	0	0	1
Migrant Students	NC	19	706				NC	454	467	NC	70	55	NC	10	22	NC	20	20	NC	0	4
Economically Disadvantaged	188	462	29785				479	482	477	43	43	47	26	22	20	24	28	26	8	7	6
Non-Economically Disadvantaged	340	1629	45115				502	511	508	23	20	23	20	18	18	44	43	39	13	19	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	529	2074	74503	100	98	99	492	512	491	7	5	9	33	26	32	55	60	51	5	9	8
All Students (Prior Year)	511	1817	69001	91	95	96	490	502	490	15	9	17	39	32	37	46	58	45	0	1	1
Female	265	1030	36686	100	98	99	506	521	506	5	3	5	27	23	29	61	64	57	7	10	9
Male	263	1031	37644	100	98	98	478	502	476	8	6	13	39	31	36	50	55	45	4	8	6
African American	51	135	3677	100	99	97	495	510	475	8	6	12	33	30	36	52	54	46	6	11	5
Hispanic	204	603	26500	97	95	97	469	481	467	9	9	13	40	36	39	50	51	44	1	5	4
Asian/Pacific Islander	16	78	1566	100	98	99	522	562	537	0	0	5	23	14	23	62	68	55	15	18	18
American Indian/Alaskan Native	NC	24	4695	NC	96	97	NC	484	464	NC	5	14	NC	41	39	NC	55	44	NC	0	3
White	248	1213	37606	100	98	99	507	523	508	5	3	6	27	22	28	59	64	56	8	10	10
Students with Disabilities	52	192	8662	95	100	100	415	428	409	26	26	37	61	52	42	11	20	20	3	2	1
Students without Disabilities	477	1882	65841	100	97	98	499	518	499	5	3	7	30	25	32	59	63	53	6	9	8
Limited English Proficient Students	56	159	11608	54	57	100	405	411	430	26	28	23	59	54	47	15	19	28	0	0	1
Migrant Students	NC	19	701				NC	459	449	NC	20	17	NC	30	43	NC	50	38	NC	0	1
Economically Disadvantaged	189	462	29587				468	478	465	9	9	14	41	37	40	48	51	43	1	3	4
Non-Economically Disadvantaged	340	1612	44898				505	521	507	5	4	7	28	24	28	59	62	55	8	10	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	50	57	48	97	49	58	51	98	56	NA	54
	Language	100	53	60	51	99	50	62	54	99	60	67	58
	Mathematics	100	50	57	54	98	47	59	58	99	62	65	62
8	Reading	100	50	56	49	99	47	57	53	100	52	NA	55
	Language	100	49	56	46	99	46	59	49	100	51	60	52
	Mathematics	100	57	59	54	99	51	61	58	100	52	62	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Willis Junior High School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 3 Non-certified Employee(s)
- 19 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

### Council Duties

- ü Curriculum Development
- ü Prop 301 - Pay for Performance
- ü School Safety
- ü Parent / Community/ School Collaboration
- ü Student/Staff/Volunteer Recognition
- ü After School Programs

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	65.00
Other Professional Staff	5.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	7	0	0
4 to 6 years	9	15	0	0
7 to 9 years	2	5	0	0
10 or more years	1	12	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	43
Core academic classes taught by Highly Qualified (NCLB) teachers.	265
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- ü Computers in Every Classroom
- ü Computerized 'Smart Boards'
- ü Networked Computer Labs

### Extracurricular Activities

- ü National Junior Honor Society
- ü Annexer's Club
- ü Student Council
- ü City of Chandler Intramural Program
- ü Kiwanis - Builders Club
- ü Interscholastic Sports
- ü International Club
- ü Spiritline

### Social Services

- ü Chicanos por la Causa Partnership
- ü Breakfast Program
- ü Lunch Program
- ü Counseling Services

### Indicators of Success Based on Historical Data from 2003-04

#### School Achievements/Accomplishments 2003-04

- ü Students Council earned a ranking of Master Council, which is a perfect score on the Honor Council award through the Arizona Association of Junior High School Student Councils.
- ü WJHS Orchestra students earned superior rankings at both the ABODA and Grand Canyon Festivals during the 2003-2004 school year.
- ü WJHS Choir students earned superior rankings at the CHODA Festival during the 2003-2004 school year.
- ü WJHS Band students earned superior rankings at both the NAU Jazz Festival and the ABODA Festival during the 2003-2004 school year.

### Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

### Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	67	53
Grades 7-8	69	72

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

WJHS, in conjunction with the City of Chandler, provides a School Resource Officer through the Chandler Police Department. WJHS also employs a full-time Security Guard. Our school has established a set of rules that are firm, but fair and students are expected to adhere to those rules. WJHS Administration has in place a detailed crisis plan which is updated annually. Monthly fire drills/semester lock-downs and evacuations are conducted to ensure calm, orderly responses in emergency situations.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Paul Bollard	(480) 883-5700
Transportation Policy	Joe Greene	(480) 883-5700
Community Resources	Mike Cady	(480) 883-5700
School Nutrition Programs	Cathy Brown	(480) 812-7000
Parent Organization	Paul Bollard	(480) 883-5700
Student Health/Nurse	Jessica Morales	(480) 883-5700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.